The European Perspective on Recognition: What’s going on in other European countries?

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International Recognition Department

- 6 policy officers
- 17 credential evaluators
- 3 administrative
European Area of Recognition

- Lisbon Recognition Convention 1997
- Bologna Declaration 1999
- EAR Recognition manual 2012
- EAR-HEI manual for admissions officers 2014
- QA system for recognition 2015
- STREAM platform for admissions officers 2015
- FAIR institutional recognition 2017
Implementation of LRC in Europe

Monitoring report: implementation of Lisbon Recognition Convention (first time in 2016):

- Access to an assessment
- Recognition criteria and procedures
- Time limit
- Right to appeal
- Substantial differences
- Refugees’ qualifications
- National information centre (and resources)

→ These topics overlap with Standards & Guidelines of Recognition + baseline assessment used in FAIR project
Implementation of LRC in Europe

Different models for recognition procedures:

- legal attitude versus flexible approach;
- top-down implementation by Ministry of Education versus bottom-up by peer groups (e.g. national associations of admissions officers);
- with LRC (international legislation) you need both approaches, combining the two forces!
Standard 1.4 of the revised ESG sums it up nicely:

1.4 Student admission, progression, recognition and certification

“Appropriate recognition procedures rely on:
-- institutional practice for recognition being in line with the principles of the LRC;
-- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.”

→ Sounds like ‘gelebte anerkennungskultur’ to us!
SQUARE project

- System of Quality Assurance for the Recognition Networks
- Tailor made for different types of ENIC-NARIC centers: Typology
- Self – Evaluation & Peer review based on Standards & Guidelines for recognition
# Typology of Information Centres


## Germany

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<tr>
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</tr>
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<tbody>
<tr>
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Standard 2 – Applicant-centred recognition

Foreign qualifications are evaluated based on the purpose for which recognition is sought and recognized unless there is a substantial difference. Learning outcomes take precedence in the evaluation. An alternative form of recognition is granted if possible where full recognition cannot be granted. There should be a process in place that enables the applicants to appeal against the recognition decision. All persons in a refugee (like) situation holding a qualification without documentation are able to have their qualifications assessed.
14 centres have been peer reviewed
Online training platforms

- STREAM online training platform in good practice of recognition for admissions officers;
- 800 participants from all over Europe (+ North-America, Africa, Asia);
- 121 participants from Germany!

New: Credential Evaluation Course launched by EP-Nuffic last week: [www.epnuffic.nl/cec](http://www.epnuffic.nl/cec)
STREAM project

2 main features:

- 4 training modules:
  - Introduction to recognition
  - Quality & Legitimacy
  - Credential Evaluation and Assessing
  - Information Search

- Real cases forum for admissions officers

www.enic-naric.net
http://onlinecourse.ning.com/profiles/members/
Focus on Automatic Institutional Recognition

**Aim:** to improve recognition practice of higher education institutions by implementing elements of automatic recognition.

**Objectives**
- Identify essentials in recognition procedures, develop practical guidelines and provide consultancy in streamlining the procedures;
- Gain commitment at policy level to effectuate the implementation of forms of automatic recognition in each participating country.
6 countries (Germany, Croatia, Spain, Italy, Flanders, The Netherlands)

22 higher educations institutions (3 from Germany, including Universität Bremen!)

ENIC/NARICs, CRUI and HRK as ‘country coordinators’

EUA as independent evaluation body

ECA as QA specialists

NARIC Denmark as ‘critical friend’
FAIR: project methodology

Baseline assessment

Impact assessment

Making improvements
FAIR project: main outcomes

- Highly diversified procedures;
- Unexpected role of external bodies in recognition and admission activities (e.g. uni-assist in Germany, UNED in Spain);
- Binarism and regionalism complicate the European landscape;
- Lack of familiarity with the LRC;
- No evidence that recognition and admission practice are subject to systematic QA.
Useful websites

FAIR project:
Https://www.epnuffic.nl/en/diploma-recognition/fair

EAR-HEI manual:
eurorecognition.eu/Manual/EAR%20HEI.pdf

STREAM training platform:
FAIR recommendations on:

- Providing transparent information to applicants;
- Applying LRC in a fair and more automatic way;
- Limiting processing times of applications;
- Specific procedures for RPL and/or refugees;
- Implementing QA procedure for recognition;
- Anything else?
Questions? Contact

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@ENICNARIC_NL